Illinois P B I S Network

RECOMMENDED EXTERNAL COACH JOB DESCRIPTION
FY09 Illinois PBIS Implementation

JOB TITLE: **External Coach**

JOB GOALS:

1.) Expand and sustain implementation of PBIS throughout assigned district(s) and/or buildings
2.) Assess training needs and connect with PBIS Network Technical Assistance Coordinator (TAC)
3.) Support research for PBIS and provide technical assistance (TA) to PBIS teams
4.) Collaborate with PBIS Network to connect students, families, service organizations, and schools to meet student and family needs

QUALIFICATIONS:

1.) Experience and training with PBIS including school-wide, classroom, and individual plans
2.) Computer skills to create graphs from data
3.) Ability to support three or more schools and is not on staff at those buildings

PERFORMANCE RESPONSIBILITIES:

1.) Participate in district and building level team meetings
2.) Identify schools, get administrative support, help schools identify team members for initial training
3.) Become familiar with district's and/or schools' policies/procedures (e.g., handbooks, budgets, staff development)
4.) Support building level team meetings by providing technical assistance (e.g., meeting dates, calendar tasks, agenda, communication with staff and others— community, parents, news; and assist with action plan development at all three tiers)
5.) Provide on-going support and TA to Internal Coaches (Building Level Leaders) through district level coaches' meetings
6.) Oversee progress of district teams (e.g., faculty, team, district and principals)
7.) Insure school-wide data collection systems are established
8.) Collect data from schools (e.g., School Profiles, ODRs <if not SWIS school>, Phases of Implementation) and forward to coordinator, as needed
9.) Collaborate with TAC to obtain data from PBS Surveys
10.) Provide TA on school-wide data analysis
11.) Provide TA on use of secondary interventions
12.) Provide TA on tertiary interventions and data analysis
13.) Assist schools in sustaining PBIS
14.) Participate in sub-region, statewide, and national trainings for PBIS
15.) Provide school-based trainings in collaboration with TAC

RECOMMENDED INTERNAL COACH JOB DESCRIPTION
FY09 Illinois PBIS Implementation

JOB TITLE: **Internal Coach**

JOB GOALS:

1.)   Ensure that PBIS is implemented with integrity in their building
2.)   Communication with the SIP team or member of SIP team
3.)   Knows the research and practices related to school-wide behavioral support, including applied behavior analysis, and ability to use a variety of observational and interviewing skills

QUALIFICATIONS:

1.)   Works in the building
2.)   Completion of Universal Training
3.)   Promotes shared decision-making but has the authority to initiate change (i.e., works closely with administrator/decision maker)
4.)   Two to three year commitment
5.)   Flexibility to attend leadership workshops

COORDINATE WITH TEAM MEMBERS THE FOLLOWING:

1.)   Data collection in building (i.e., big five and academic data)
2.)   Ensure expectations are taught, reinforced, and monitored at the school-wide level
3.)   Celebrations/boosters
4.)   Facilitation of monthly Universal Team meetings, including creating an agenda
5.)   Communication of PBIS activities at faculty meetings
6.)   Collect and analyze PBIS specific data (i.e., Team Checklists, SET, EBS, School Profile, Phases of Implementation and school data forms)
7.)   Communicate with parent/parent liaison/PTA/PTO
8.)   Annual report shared with district team (i.e., District Leadership Team, Board of Education)
9.)   Network with other internal coaches, external coaches and sub-region coordinators

POSSIBLE INCENTIVES:

- Stipend
- Time in lieu of other assigned duties
- Additional prep period
- No Homeroom assignment
- Floating sub

PBIS School-Wide Team—"Year at a Glance"

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF
Before Students Return	- Review prior year's ODR graphs, suspension, ethnicity, attendance, & academic data	- Establish monthly PBIS School-wide Team meetings - Establish schedule for reporting to & celebrating with staff - Plan for staff, student, parent, and bus driver kick-offs - Plan for how School-wide Team will provide data/coordinate with team/staff managing Targeted & Intensive Interventions	- Conduct staff kick-off	- Staff kick-off
1st Week of School		-Familiarize yourself with pbssurveys.org website for completing Team Implementation Checklist (TIC), PBIS Self Assessment Survey (SAS), Benchmarks of Quality (BoQ) and The Safety Survey (SSS). Contact coordinator with questions.	- Conduct student kick-off - Administer kick-off evaluation survey - Conduct school-wide celebration	
September	- Review ODR graphs, suspension, ethnicity, attendance, & academic data - Review results of kick-off evaluation survey	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Administer and score PBIS SAS (on pbssurveys.org) - Process BoQ as a team and submit to external coach/TAC	- Conduct bus driver kick-off - Administer PBIS SAS to staff - Conduct grade level celebrations	- Present results of kick-off evaluation survey
October	- Review ODR graphs, suspension, ethnicity, attendance, academic data - Review results of PBIS SAS	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for fall booster - Process TIC & do Action Plan (based on TIC and BoQ - Complete PoI with external coach/TAC	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present PBIS SAS results - Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
November	- Review ODR graphs, suspension, ethnicity, attendance, & academic data - Review results of PoI	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for fall school board presentation - Review Action Plan	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Conduct fall booster - Check with new students, staff and parents to see if they understand expectations & reward system	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
December	- Review ODR graphs, suspension, ethnicity, attendance, & academic data - Review results of BOQ	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Process Team Implementation Checklist & do Action Plan - Review Action Plan - Plan motivator to keep staff using PBIS - Plan for re-teaching of expectations 1st day back from break.	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Present to school board	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION W/ STAFF
Before Students Return	- Review prior year's ODR graphs, suspension, ethnicity, attendance, & academic data	- Establish monthly PBIS School-wide Team meetings - Establish schedule for reporting to & celebrating with staff - Plan for staff, student, parent, and bus driver kick-offs - Plan for how School-wide Team will provide data/coordinate with team/staff managing Targeted & Intensive Interventions	- Conduct staff kick-off	- Staff kick-off
January	- Review ODR graphs, suspension, ethnicity, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan reinforcement for indoor recess days - Administer and score PBIS School Safety Survey (SSS)	- Re-teach school-wide expectations 1st day back from break - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
February	- Review ODR graphs, suspension, ethnicity, attendance, & academic data - Review results of SSS	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for spring booster - Determine training and support needs based on SSS results	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
March	- Review ODR graphs, suspension, ethnicity,, attendance, & academic data	- Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Process Team Implementation Checklist & do Action Plan - Begin to focus on goals/outcomes for next year	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations - Conduct spring booster	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
April	- Review ODR graphs, suspension, ethnicity,, attendance, & academic data - Review results of PoI	- Complete PoI with external coach/TAC - Conduct PBIS School-Wide Team meeting(s) - Develop needed Cool Tool lesson(s) & schedule time to teach - Plan for the end-of-the-year school board presentation - Begin processing PBIS School Profile Form - Plan for team membership changes for next year - Review Action Plan and begin to set goals for next year - Plan for end-of-year celebration	- Teach scheduled Cool Tool(s) - Conduct grade level celebrations	- Present school-wide data update AND decide which behaviors/procedures need to be taught/retaught/acknowledged at higher rate
May /June	- Review ODR graphs, suspension, ethnicity, attendance, & academic data summaries for year	- Conduct PBIS School-Wide Team meeting(s) - Finalize PBIS School Profile Form - Process Team Implementation Checklist & do Action Plan	- Teach scheduled Cool Tool(s) - Conduct school-wide celebrations - Present to school board	- Present school-wide data summary for year - Present a summary of PBIS interventions for the year – School-wide, Targeted, and Intensive

ILLINOIS PBIS NETWORK YEAR-AT-A-GLANCE TRAINING GUIDE

	Team Meeting Dates	Fall Kick-Off	Report EBS Survey Results	Team Checklist Completed	Faculty Updates Activities/ Data	Boosters	School Profile Completed	Safety Survey Completed	Celebrations/ Intermittent Acknowledge
AUGUST									
SEPTEMBER									
OCTOBER									
NOVEMBER									
DECEMBER									
JANUARY									
FEBRUARY									
MARCH									
APRIL									
MAY									
JUNE									
JULY									

5.17.06

Cool Tool Teaching Plan:

PBIS Annual Calendar

Before Students Return

Tasks to Accomplish:

- Establish monthly or bi-weekly Universal Team meeting schedule for the year (Universal Teams should be meeting at least monthly)
- Establish schedule for communicating/reporting/problem-solving with staff for the year (i.e. Notes in staff boxes, presentations quarterly at staff meetings)
- Establish schedule of celebrations/reinforcement activities, based on data
- Plan for Staff Kick-off
- Plan for Student Kick-off/Fall training
- Plan for Parent Kick-off (at minimum, a letter should be sent home describing PBIS, the school-wide expectations, rewards systems and how they can contact the school for more information or if they are interested in joining the committee) **APPENDIX FOR EXAMPLES**
- Plan for Bus Driver Kick-off
- Plan for how Universal Team will provide data to the staff/team managing Secondary and Tertiary Interventions

Questions to Ask:

- Do we have roles assigned to PBIS team members for the year? (i.e., Data Manager, Internal Coach)
- Do we have visuals representing our expectations posted in all designated areas?

August/September

Tasks to Accomplish:

- Review school-wide data: prior years' ODR graphs, suspension, ethnicity, attendance and academic data
- Talk with principal to ensure that each of their monthly staff meetings has five to ten minutes dedicated to sharing of PBIS data and happenings (First 5-10 minutes is ideal)
- Plan for how the Universal team will provide data/coordinate with team/staff managing Secondary and Tertiary Interventions
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Review results of Kick-Off evaluation survey
- Administer PBIS Self-Assessment Survey (SAS) to staff (can be completed at any time during the school year should be completed annually)
- Complete PBIS Benchmarks of Quality (BoQ) as a PBIS team (can be completed any time between September and January, annually)

Practices:

- Conduct Kick-Off (first week of school)
- Administer Kick-Off evaluation survey (first week of school)
- Conduct school-wide celebration (first week of school)
- Conduct remaining Kick-Offs
- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present results of PBIS Self-Assessment Survey (SAS) to staff
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate
- Review and submit BoQ to district external coach and/or your PBIS Technical Assistance Coordinator (TAC)

Questions to ask:

- Are we seeing and hearing "PBIS" in action?
- Are the students demonstrating the behavior expectations in all settings?
- Do data indicate that any students should be referred to Secondary Teams?
- Are there areas in the building of specific skills that need to be re-taught? (seven or more students getting in trouble the same way indicates that this is a staff/practices issue not a student issue)
- How are August/September data looking compared to last year? Can we identify a trend yet? Should we celebrate or plan an intervention?

October

Tasks to Accomplish:

- Review school-wide ODR graphs, suspension, ethnicity, attendance and academic data
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Plan for fall booster (use data to determine when it would be most beneficial)
- Process Team Implementation Checklist (TIC)
- Process Phases of Implementation (PoI) with external coach and/or TAC
- Think about a reward/acknowledgement/motivator to keep the staff using PBIS

Practices:

- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate
- Celebrate

Questions to ask:

- Are we seeing and hearing "PBIS" in action?
- Are the students demonstrating the behavior expectations in all settings?
- Are there areas in the building of specific skills that need to be re-taught? (Seven or more students getting in trouble the same way indicates that this is a staff/practices issue not a student issue)
- How are August/September/October data looking compared to last year? Can we identify a trend yet? Should we celebrate or plan an intervention?

November

Tasks to Accomplish:

- Review school-wide ODR graphs, suspension, ethnicity, attendance and academic data
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Plan for fall School Board presentation
- Review action Plan to see if still on target; revise as needed

Practices:

- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate
- Randomly check with new students/staff/parents to the building to see if they have been taught the building expectations and understand the reward system
- Conduct fall booster activities
- Celebrate

Questions to ask:

- Are we seeing and hearing "PBIS" in action?
- Are the students demonstrating the behavior expectations in all settings?
- Do data indicate that any students should be referred to Secondary Teams?
- How are August/September/October/November data looking compared to last year? Can we identify a trend yet? Should we celebrate or plan an intervention?

December

Tasks to Accomplish:

- Review school-wide ODR graphs, suspension, ethnicity, attendance and academic data
- Plan for re-teaching of school-wide expectations 1ˢᵗ day back from break.
- Process Team Implementation Checklist (TIC)
- Review action Plan to see if still on target; revise as needed
- Think about a reward/acknowledgement/motivator to keep the staff using PBIS
- Capture Educational Environment (EE) data from your school

Practices:

- Present fall School Board presentation
- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate

Questions to ask:

- Are we seeing and hearing "PBIS" in action?
- Are the students demonstrating the behavior expectations in all settings?
- Do data indicate that any students should be referred to Secondary Teams?
- Are there areas in the building of specific skills that need to be re-taught? (Seven or more students getting in trouble the same way indicates that this is a staff/practices issues not a student issue)
- How are August/September/October/November data looking compared to last year? Can we identify a trend yet? Should we celebrate or plan an intervention?

January

Tasks to accomplish:

- Review school-wide data-ODR graphs, suspension, ethnicity, attendance and academic data
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Review state-wide training calendar for updates and register staff to attend as appropriate
- Administer PBIS School Safety Survey (SSS) to select staff (can be completed at any time during the school year should be completed annually)
- Plan reinforcement for indoor recess days
- Celebrate successes

Practices:

- RE-teach school-wide expectations 1st day back from break
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate

Questions to ask:

- Are we seeing and hearing "PBIS" in action?
- Are the students demonstrating the behavior expectations in all settings?
- Do data indicate that any students should be referred to Secondary Teams?
- Are there areas in the building of specific skills that need to be re-taught? (Seven or more students getting in trouble the same way indicates that this is a staff/practices issue not a student issue)
- How are August/September/October/November/December data looking compared to last year? Can we identify a trend yet? How is the absolute level? Are we on target to where we planned to be at this point in the school year? Should we celebrate or plan an intervention?

February

Tasks to Accomplish:

- Review school-wide ODR graphs, suspension, ethnicity, attendance and academic data
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Plan for spring booster activities
- Celebrate successes
- Plan school training and support needs based on results of School Safety Survey (SSS)

Practices:

- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate

Questions to ask:

- Are the students demonstrating the behavior expectations in all settings?
- Do data indicate that any students should be referred to Secondary Teams?
- How are August/September/October/November/December/January data looking compared to last year? Can we identify a trend yet? Should we celebrate or plan an intervention?
- How are we doing keeping the students, parents and board members up to date with PBIS in our building?

March

Tasks to Accomplish:

- Review school-wide ODR graphs, suspension, ethnicity, attendance and academic data
- Develop any needed Cool Tool lesson(s) & schedule time for staff to teach it
- Process Team Implementation Checklist (TIC) & do Action Plan
- Process Phases of Implementation (PoI) with external coach and/or TAC
- Begin to focus on goals/outcomes for next year

Practices:

- Conduct spring booster activities
- Teach Cool Tool Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate

Questions to ask:

- Are the students being taught the behavioral expectations for field trips and bus behavior?
- Are the staff and students using the PBIS language?
- Is the reinforcement system still highly effective?
- How are August/September/October/November/December/January/ February data looking compared to last year? Can we identify a trend yet? How is the absolute level? Are we on target to where we planned to be at this point in the school year? Should we celebrate or plan an intervention?

April

Tasks to Accomplish:

- Review school-wide data-ODR graphs, suspension, ethnicity, attendance and academic data
- Begin processing School Profile form
- Review Action Plan to see if still on target – revise as needed
- Begin to focus on what goals/outcomes you will be looking for in the following school year
- Plan for end-of-year School Board presentation
- Plan for end-of-year school-wide celebration
- Determine which staff members will stay on team for next year and who will rotate off (1/3 rotate off each year)
- Develop needed Cool Tools and schedule time to teach

Practices:

- Teach Cool Tools Lesson(s)
- Conduct grade level celebrations/reinforcement activities
- Present school-wide data update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate?

Questions to ask:

- Are the students demonstrating the behavior expectations in all settings?
- Is the reinforcement system still highly effective?
- How are August/September/October/November/December/January/ February/March data looking compared to last year? Can we identify a trend yet? How is the absolute level? Are we on target to where we planned to be at this point in the school year? Should we celebrate or plan an intervention?

May/June

Tasks to Accomplish:

- Review school-wide data-ODR graphs, suspension, ethnicity, attendance and academic data
- Finalize and submit to your Coordinator the School Profile Form
- As a staff, review all data sources and create a PB Action Plan for next year
- Celebrate successes!

Practices:

- Teach Cool Tool Lesson(s)
- Present spring School Board presentation
- Conduct end-of-the-year celebration
- Present school-wide update to staff AND decide which behaviors/procedures need to be taught/re-taught/acknowledged at higher rate

Questions to ask:

- Are the students demonstrating the behavioral expectations in all settings?
- What worked well this year and what needs adjustment?
- Is the reinforcement system still highly effective?
- How will we prepare for new team members, new students/staff/parents?
- How will students who enter school after fall orientation receive instruction about expectations and reinforcers?
- How are August/September/October/November/December/January/ February/March/April/May data looking compared to last year? Can we identify a trend yet? How is the absolute level? Are we on target to where we planned to be at this point in the school year? Should we celebrate or plan an intervention?

PBIS Universal Team Meeting

Meeting Date:_____Next Meeting Date/Time:_____

Participants:_____

STEP 1: Follow-up/monitor progress on action items from previous meeting.

ITEM	STATUS: Done/In-progress	NEXT STEPS:

STEP 2: Review universal data. Ask questions. Record action plan in Step 3.

PART A: "WHAT DOES THE DATA (ACADEMIC & SOCIAL EMOTIONAL) TELL US?"
Is there a problem? Academic behaviors? Social-emotional behaviors?
What kinds of problem behaviors are occurring?
When/Where are the problems most likely to occur – which setting(s)?
Who is having the problem – group of students, individual students, grade level, particular
Classroom?

PART B: "WHAT IS THE SMALLEST CHANGE WE CAN MAKE TO PRODUCE THE LARGEST IMPACT?"
(New teaching, reteaching,↑reminders, ↑supervision, ↑rates of reinforcement)

PART C: "WHAT DATA DO WE NEED TO GIVE TO THE SECONDARY or TERTIARY TEAM/STAFF?"

STEP 3: Identify New Action Items.

DATA DRIVEN ITEMS What needs to get done:	What Strategy:	By Whom? By When?
CALENDAR ITEMS What needs to get done?	What Strategy:	By Whom? By When?

STEP 4: Communication with Staff.

Universal Data Successes to be Shared? (% in attendance, % referral free, % not in detention, % not in in-school-suspension, % with homework completed, etc)	How to Share it? With whom? (Brief memo/flyer, next faculty meeting, with staff, with parents, with superintendent)

Commitment for Success Agreement (3-5 Year Time Frame)

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: A RESPONSE TO INTERVENTION MODEL

PBIS Network will commit to:

1. Preparing District Leadership Team for PBIS implementation.
2. Providing the sequence of Tier 1/Universal, Tier 2/Secondary, Tier 3/Tertiary, and coaches' trainings.
3. Training on School-Wide Information System (SWIS), an on-line data management system for decision-making and reporting.
4. Providing technical assistance to internal and external coaches.
5. Assisting the collection of baseline data from the Self-Assessment Survey via www.pbssurveys.org.
6. Assisting districts with collecting, interpreting, and action planning around data.
7. Assisting, interpreting, and facilitating strategic planning using data reports (Team Implementation Checklist, School-wide Evaluation Tool, Benchmarks of Quality, Self-Assessment Survey, Phases of Implementation, School Profile, Safety Survey, educational environment data, and academic data).
8. Providing information to facilitate understanding of Local Area Networks (LANs) and community resources for students needing Tier 3/Tertiary level interventions.

District will commit to: (refer to District Readiness Checklist for detailed descriptions)

Pre Implementation

1. Researching information about PBIS through reading introductory documents, viewing web-based resources and videos, and attending an introductory course titled "AS 50: Overview of PBIS and district commitments.
2. Signing the Illinois PBIS Commitment for Success Agreement.
3. Meeting with the assigned TAC to begin the process of District Readiness.
4. Appointing a PBIS District Administrator (.1 FTE), and identifying a PBIS External Coach (.2 FTE per five implementing schools) with adequate FTE allocation. Additional FTE allocation may be needed for larger schools and/or high school districts.
5. Forming a PBIS District Leadership Team that meets quarterly.
6. Cross-referencing the *Illinois Response to Intervention (RtI) District Self-Assessment Template* for related action planning and activities.
7. Allocating funds to support the PBIS initiative for a minimum of five years.
8. Identifying PBIS as one of the top district goals for school improvement.

Implementation of Tier 1/Universal

9. Completing the PBIS Data Audit tool with the most recent annual data, and review to determine priorities for district planning.
10. Establishing SWIS or comparable discipline database as a school-based discipline tracking system.
11. Participating in the PBIS District Summit annually.
12. Ensuring that the PBIS external coach participates in the PBIS sequence of coaches' training.
13. Ensuring that the external coach facilitates each school's completion of the Individual School Readiness Checklist.
14. Ensuring that each school has an internal coach who will participate in the PBIS sequence of coaches training.
15. Ensuring that each school will involve some families in the planning, training, and implementation of PBIS.
16. Ensuring that the external coach, the Tier 1/Universal team, and internal coach for each school participate in the sequence of Tier 1 training.
17. Supporting the external coach in convening quarterly meetings with internal coaches.

18. Completing a 3-5 year strategic PBIS action plan, addressing all three tiers, in conjunction with the district's Response to Intervention plan.

District commitments (continued)

Implementation of Tier2/Secondary and Tier 3/Tertiary (within 12-24 months after initial universal training)

19. Appointing a District Tier 2/Tier 3 (Secondary/Tertiary) coach with adequate FTE allocation (.4 FTE per 3 implementing schools in year one of Tier 2/Tier 3 implementation, per 6 schools in year two, and per 9 schools in year three). Additional FTE allocation may be needed for larger schools and/or high school districts.
20. Ensuring that the District Tier 2/Tier 3 (Secondary/Tertiary) coach, external coach, and the Tier 2 and Tier 3 individual school teams participate in the sequence of Tier 2 and Tier 3 training.
21. Convening the District Leadership Team on a quarterly basis to discuss Tier 2/Secondary and Tier 3/Tertiary data with the purpose of developing, monitoring, and revising an action plan to facilitate the education of students in general education.
22. Collecting and utilizing from each school, the tier 2/tier 3 (secondary/tertiary) systems tools and data such as the Out-of-Home-School Placement Tool, the Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool, and ISBE Educational Environment data.
23. Utilizing SIMEO to track the progress of students in Tier 3/Tertiary level interventions.

Individual Schools will commit to: (refer to Individual School Readiness Checklist for detailed descriptions)

Pre-implementation through Tier 1/Universal implementation

1. Identifying school-wide positive behavior interventions and supports as one of the top three school improvement goals.
2. Forming a PBIS Tier 1/Universal team that will participate in the sequence of Tier 1/Universal training.
3. Ensuring that the Principal or Assistant Principal participates in the Tier 1/Universal team meetings on a consistent basis and communicates PBIS activities and discipline data to all staff at least monthly.
4. Supporting a 3 to 5 year PBIS training and school planning process.
5. Completing the PBIS Data Audit tool with the most recent annual data, and use to determine school priorities for action planning.
6. Participating in an overview presentation on PBIS.
7. Completing the Self-Assessment Survey.
8. Allocating funds to support the PBIS initiative for a minimum of five years.
9. Convening bi-monthly Tier 1/Universal team meetings during the first year of implementation and at least monthly thereafter.
10. Identifying an internal coach who will participate in the PBIS sequence of coaches training.
11. Integrating the Illinois Social Emotional Learning (SEL) standards within the school-wide PBIS structure.
12. Completing, utilizing, and communicating the results of system tools (TIC, POI, BoQ, SSS, SAS, and School Profile) to staff.
13. Establishing SWIS or a comparable discipline database as a school-based discipline tracking system and assigning a staff member to enter discipline data daily.
14. Complete a 3-5 year strategic PBIS action plan addressing, all three tiers, in conjunction with the school's Response to Intervention plan.

Implementation of Tier2/Secondary and Tier 3/Tertiary (within 12-24 months after initial universal training)

15. Forming a PBIS Tier 2/Secondary team that will participate in the sequence of Tier 2 training and will convene bi-monthly.
16. Utilizing tier 2/tier 3 (secondary/tertiary) systems tools such as the Out-of-Home-School Placement Tool.
17. Forming a PBIS Tier 3/Tertiary team that will participate in the sequence of Tier 3 training and will convene at least monthly.
18. Utilizing SIMEO to track the progress of students in Tier 3/Tertiary level interventions.

Assurances of the District Receiving Illinois PBIS Network Support
I have read the PBIS Commitment for Success Agreement and understand the technical assistance provided by the Illinois PBIS Network.

I understand and agree to meet the obligations listed above of a school district requesting assistance.

District Superintendent	Title/Position	Date

I understand and agree to meet the obligations listed above of a school requesting assistance.

Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date
Principal	Building	Date

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This document is a compilation of information developed by Illinois PBIS Network Coordinators, Coaches and School Teams; and OSEP's National PBIS Center.

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